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ABSTRACT

This study investigated how the Teachers Teaching Teachers project influenced the attitudes and beliefs of public school teachers and administrators. Eighteen educators from the Southwest Dubois School Corporation, Huntingburg, Indiana, participated in the project, which lasted from November 1987 to May 1988. The results support the effectiveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs. Appended are (1) summary statistics for measures of the study; (2) measuring instruments used in the study; and (3) 22 references. (SI)

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AN EXAMINATION OF TEACHERS TEACHING TEACHERS STAFF DEVELOPMENT MODEL IN SOUTHWEST DUBOIS COUNTY

Prepared for the

Southwest DuBois County School Corporation

Huntingburg, Indiana

by

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Abstract

This study investigated how Teachers Teaching Teachers, a staff development project, influenced the attitudes and beliefs of public school teachers and administrators.

Eighteen educators participated in the project, which lasted from November, 1987 to May, 1988. Participants were administered pre and post measures of Likert Bipolar Attitude Inventories and Osgood's Semantic Differential Scales, which were designed to measure attitudes and values which the project hoped to improve. Pre and post measures were also administered to the elementary and secondary students who were being taught by the participants at the time the project occurred.

Results indicated that the mean scores for all eleven desired outcomes increased during the project. Significant differences were found for Teachers' Perception of Other Persons ($p = .05$). Total of Self and Others Concepts ($p = .04$), Attitude toward Teaching ($p = .0001$), Teachers Attitudes toward Other Teachers ($p = .03$) and Elementary Students' Perception of their Teachers' Effectiveness ($p = .003$).

Other gains were not statistically significant at the .05 level.

The results support the effectiveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs.

Training activities for teachers through a local staff development program have become common practice in school districts (Baden, 1979). The heavy reliance upon teachers to deliver a quality educational program gives staff development or inservice education "both its importance and its urgency" (Harris, 1980, p. 13). As demands for educational reform have increased, new programs have been implemented that require new skills, knowledge and attitudes on the part of the current school staff (Brown & Scribner, 1982; Houston, 1987). These new programs further stress the need for an effective staff development program.

In 1985, Regan concluded that teacher training programs are "overwhelmingly inadequate" (p. 70). Roth (1980) feels that the education prospective teachers receive in a four-year degree program is designed to provide them with the essential but minimal qualifications for entering the profession.

Roth's results were confirmed by Regan who thinks that teachers are at best touched briefly by training and are then set adrift without the basic skills in human relations needed to have the greatest impact on student behavior and personal development, although teachers are the most vital factor in the educational system (Regan, 1985).

Since teachers, a vital factor in education, must base their decisions on knowledge and experience, Howey (1985) feels that a major purpose of inservice education programs is attending to the developing needs of each teacher.

An open, trusting school climate is a concern of many educators. Teachers are sometimes threatened by the staff development process. It is

the principal's responsibility to make sure all educators understand that the process is not designed to "fix" someone in the group but to fix the school's needs (Hall, 1985). Hall's results were confirmed by Purcell (1987) who concluded that adult learners believe they have control over the learning situation and are free from threat of failure. This concern must be attended to even before the project begins.

Teachers often declare concern about their professional renewal (Brown & Scribner, 1982) and have a need to continually strengthen their professional skills and knowledge (Roth, 1980). Staff development is thought to be a complex but necessary professional responsibility (Bishop, 1977; Center for Educational Research and Innovation, 1978).

One characteristic that makes staff development complex is the need for completeness. Celso and Morris (1985) believe that a staff development program can only be effective when it is a comprehensive, highly structured process of integrated events, rather than a series of disjointed workshops, lectures, or consultations.

By making inservice education programs an essential part of the school operation, the policies of accrediting associations on staff development have been strengthened. Therefore, school systems are encouraged to provide educators with the means, time, opportunity, and material for improving their professional competencies. (Downs, 1977; Dreeban, 1970).

The increasing sophistication of inservice training caused staff development efforts to grow both in success and number. Recognized exemplary programs include some aspect of a time-tested and recently reviewed staff development process, coaching (Cohn, 1987).

With the national movement toward differentiated school staffing, a variety of personnel can provide coaching as part of their contractual responsibilities (Showers, 1985). Yet the most successful coaching programs are done through peer endeavors, minimizing the power and status differentials (Showers, 1985). Supporting this same concept McFaul and Cooper (1983) state that "teachers feel peer feedback is generally more acceptable and accurate than that provided by administrators" (McFaul and Cooper, 1983). In the traditional model, principals, assistant principles, or department heads provided feedback to teachers on their classroom performance. For the most part, these evaluations were not viewed as an accurate indicator of teachers' effectiveness by the teachers themselves (Bishop, 1977; Lortis, 1975).

Cohn (1987) thinks that too often training events' warm and fleeting learning experiences result in little resultant skill building. He thinks follow-up coaching can overcome that malady and substantiates this belief by stating:

> Coaching offers specific benefits. Firstly it is an opportunity for teachers to share ideas and strategies, while honing their own observational skills. It results in an on-going refinement of the craft of teaching.
>
> Secondly, coaching develops a shared language, common knowledge base, and similar instructional expectations, hence, making communication and support simpler.
>
> Thirdly, coaching provides a link in a professional developmental cycle of inservice and actual implementation with observation.

It is also worthy to note that Cohn found in a five year study of course evaluations at Westminister College that those students who were coached in their utility in the workplace, experienced the greatest course satisfaction (Cohn, 1987).

On-site inservice is considered a component of a successful staff development program. A recent study of a three-year special written program (Bouley, 1986) indicated that the success was attributed to administrative support, a long term professional commitment, a design that allowed on-site inservice by on-site instructors, and, most importantly, incentive for teacher involvement (Bouley, 1986). "Principals can no longer rule by edict; they must involve the entire staff in setting and accomplishing the school's goals" (Hall, 1986). Without active administrative support a long-term commitment to allow the program to take root, any inservice is doomed (Bouley, 1986).

Involving the complete staff to make training optimally effective, the projects' content should result from a prior needs assessment; specific knowledge, performance and skill outcomes listed as criteria for training mastery; and immediate supervisors monitoring the trainee's performance with appropriate on-the-job feedback or coaching (Cohn, 1986).

Goldsberry and Harvey (1985) stated that a staff development program should directly contribute to teachers' performance of their craft and should also facilitate adult development of teachers as individuals. Teachers who benefit from an inservice activity are more likely to inspire their students with genuine enthusiasm for learning environments (Goldsberry & Harvey, 1985).

Thompson and Cooley (1984) support this idea by stating that a staff development program should focus on the problems of people throughout the organization and should consider the "psychological needs of the staff" (Thompson & Cooley, 1984, p. 4).

Bloom (1987) thinks that attending to teachers' personal needs throughout their careers is imperative if the teaching profession

is to attract the most promising teacher candidates.

In 1985, Wood and Seyfarth measured teachers' attitudes toward mainstreaming handicapped children by administering semantic differential instruments over the course of a three-year training period. It was discovered that the longer the teacher was exposed to training, the more positive the attitude as compared to those teachers who have little or no training. It was also found that both affective and cognitive components of teacher training proved to be effective in changing teachers' attitudes. In 1973, Brodfield reported that staff development training produced no apparent changes in attitudes, but evidence was found that changes in teaching behavior and willingness of the teachers to apply what they had learned occurred (as cited in Wood & Seyfarth, 1985).

Some of the previous reported findings were used in the present study. In an attempt to incorporate a system of staff development training that is more realistic to the needs of public school professionals, the Teachers Teaching Teachers project, using the method of peer instruction was introduced to two Indiana public school systems. The expected outcome of the Teachers Teaching Teachers project is the enhancement of educators' attitudes and beliefs about the methods of staff development training, job duties, and themselves, colleagues, and students.

STATEMENT OF THE PROBLEM

GENERAL PROBLEM: What personal gains are possible through participation in the Teachers Teaching Teachers Development Model?

SPECIFIC PROBLEM: Do the evaluative results of the Teachers Teaching Teachers Staff Development training demonstratively enhance teacher attitudes and

beliefs? The Southwest Dubois County School Corporation?

HYPOTHESES:

1. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in acceptance of others than they scored before the training.
2. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in acceptance of self than they scored before the training.
3. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher on the total of (2) and (3) than they scored before the training.
4. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward teaching than they scored before the training.
5. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward peer coaching than they did before the training.
6. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward administration than they did before the training.
7. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher

in perception of student attitudes and self concept than they scored before the training.

8. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward other teachers than they scored before the training.
9. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward differentiated staffing than they scored before the training.
10. Elementary students will have a higher perception of their teachers who have completed the TTT program.
11. Secondary students will have a higher perception of their teachers who have completed the TTT program.

METHOD

Sample selection. The experimental group consisted of eighteen (18) teachers, administrators and other school personnel from the Southwest DuBois School Corporation, Huntingburg, Indiana. This group comprised the subjects of the Teachers Teaching Teachers Development Model, a project in effect from November, 1987 through May, 1988.

Treatment. Teachers Teaching Teachers is a research-based staff development model in which a cadre of eighteen (18) teachers were chosen for the purpose of:

1. Receiving intensive training in fairly new teaching strategies proven to increase student achievement.

2. Acquiring the skills necessary to teach other teachers these strategies.

Administrative support for this program was essential. Administrators were asked to maintain an atmosphere conducive to professional growth. Administrators participated in the training sessions. They agreed to make the necessary accommodations for teacher interaction. It was established that while teachers were acquiring and implementing new skills, they would not be subjected to administrative evaluation.

Cadre selection was based upon demonstrated readiness for change, history of flexibility and adaptability, being able to cope with ambiguity, verbal skills, and willingness to take risks.

It was decided that the program would move gradually, emphasizing initially familiar strategies, before proceeding to more complex ones. Teachers exposed to the techniques were given feedback through peer observation during the learning stages leading to internalization. A one month period was provided between workshop sessions to allow for observation and feedback.

The strategies used for Teachers Teaching Teachers included: TESA, Taba's Inductive Reasoning Model, Bruner's Concept Attainment Model, Gordon's Synectics Model, Bruner's Critical Elements of Instruction (Madeline Hunter Model), and Marzano's Tactics for Thinking Model.

The training sessions also included the following:

1. Human development activities designed to build positive interpersonal relationships.
2. Presentation of research aimed toward understanding the model.
3. Providing information and demonstration manuals for every workshop.

4. Discussion of the application wherein teachers would discuss personal outcomes with peers, successes, or tribulations.
5. Practicing which often involved role playing.
6. Receiving feedback through peer observation in the classroom while attempting to implement the strategy.
7. Planning, scheduling observations, and testing the models.

Testing. The Likert Bipolar Attitude Inventory and the Osgood Semantic Differential were used for measurement of attitudes and beliefs. The Likert Scale consists of positive and negative statements with an item point value ranging from one to five. It was used on tests measuring Attitude Toward Teaching, Self Concept, and Acceptance of Others. Osgood's Semantic Differential is comprised of paired antonyms in which respondents reflect their beliefs to seven divisions between the antonyms. Each item has a score ranging from one to seven. The attitudes measured with this device were: Peer Coaching, Administration, Other Teachers, Perception of Student Attitudes and Self Concept, and Differentiated Staffing.

Likert Scales were also constructed to measure students' perception of their teachers' effectiveness for elementary students for secondary students. These measures were administered to random samples of elementary (grades K-4) and secondary (grades 5-12) students as a pretest before the study began and as a posttest at the conclusion of the project.

Analysis. Means scores, standard deviations, t-value, and one-tailed probability were determined by computer for both tests, by scoring and analyzing each test individually.

RESULTS

Table 1 indicates the mean and standard deviation for each area tested for both the pretest and the posttest. The table also shows the t-value and one tailed probability for each of the measures. Complete results of the testing and statistical analysis are contained in Appendix A of this report. Examples of each of the measures is contained in Appendix B of this report.

From Table 1, it can be seen that the project results were gained in all eleven of the measures that were compared. Statistically significant gains were found in Perception of Others ($p = .05$), Total of Self and Others ($p = .04$). Attitudes toward teaching ($p = .0001$), Attitude toward Other Teachers ($p = .04$) and Elementary Students Perception of Their Teachers' Effectiveness.

All other gains were not significant at the .05 level.

Table 1. Summary Statistics for Teachers Teaching Teachers Project

	Pretest Mean	Posttest Mean	t-test value	Level of Significance
STAFF (N=18)				
Self Concept	144.2	148.8	0.95	0.16
Perception of Others	100.7	104.8	1.60	0.05
Total of Self and Others	240.9	253.6	1.74	0.04
Attitude Toward Teaching	112.6	128.1	4.88	0.0001
Attitude Toward Peer Coaching	81.2	85.2	0.77	0.23
Attitude Toward Administration	75.8	82.1	1.22	0.11
Perception of Student Attitude and Self Concept	82.6	88.7	1.23	0.11
Attitude Toward Other Teachers	80.7	88.1	1.78	0.04
Attitude Toward Differentiated Staffing	75.8	81.1	1.02	0.16
STUDENTS				
Elementary Students (N=17) Perception of Teachers	40.3	44.1	2.91	0.003
Secondary Students (N=17) Perception of Teachers	107.1	111.9	0.88	0.20

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The gains which teachers demonstrated during the course of the project is convincing evidence of the effectiveness of the project.

Although the projects gains are outstanding, there is room for improvement in the Teachers Teaching Teachers evaluation methodology.

First, greater care can be given to the development of instruments to measure the project's goals. Second, more attention should be given to the careful administration of evaluation measures both in the pretesting and posttesting phase.

Finally, larger samples of students are necessary if the measures are reliable.

Overall, the program appears to be an effective means to rejuvenate teaching practitioners who, in turn, will themselves be conducive to facilitating improved teacher attitudes and beliefs.

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Appendix A

Summary Statistics for Measures of the Study

Summary Statistics for Self Concept

THE 18 SCORES FOR GROUP 1:

154 151 162 140 121 1
44 154 133
122 158 157 154 148 1
28 144 138
156 131

THE 18 SCORES FOR GROUP 2:

130 149 114 159 160 1
31 179 152
169 163 155 155 157 1
35 150 141
151 128

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	144.17	148.78
STANDARD DEVIATION	12.85	16.23

T-VALUE	0.9450
ONE TAILED PROBABILITY	0.1835
POINT-BISERIAL CORRELATION	0.1600

Summary Statistics for

Perception of Other Persons

THE 18 SCORES FOR GROUP 1:

92 103 108 102 99 1
00 103 101
98 106 100 102 101 1
04 108 94
101 91

THE 18 SCORES FOR GROUP 2:

98 88 101 114 117
98 121 98
111 118 89 108 113
99 101 101
110 101

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	100.72	104.78
STANDARD DEVIATION	4.76	9.63

T-VALUE	1.6021
ONE TAILED PROBABILITY	0.0573
POINT-BISERIAL CORRELATION	0.2649

Summary Statistics for

Total of Self and Others

THE 18 SCORES FOR GROUP 1:

246 254 270 242 220 244 257 234
220 264 257 256 249 232 252 232
222 185

THE 18 SCORES FOR GROUP 2:

228 237 215 273 277 229 300 250
280 281 244 263 270 234 251 242
261 229

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	240.89	253.56
STANDARD DEVIATION	20.42	23.26

T-VALUE	1.7364
ONE TAILED PROBABILITY	0.0440
POINT-BISERIAL CORRELATION	0.2854

Summary Statistics for Attitude toward Teaching

THE 18 SCORES FOR GROUP 1:

106 125 116 94 119 1
25 106 101
122 109 115 121 111 1
11 107 101
112 126

THE 18 SCORES FOR GROUP 2:

128 128 119 126 136 1
24 117 121
143 116 140 137 117 1
22 129 124
128 151

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	112.61	128.11
STANDARD DEVIATION	9.26	9.80

T-VALUE	4.8792
ONE TAILED PROBABILITY	0.0001
POINT-BISERIAL CORRELATION	0.6417

Summary Statistics for Attitude toward Peer Coaching

THE 18 SCORES FOR GROUP 1:

90 60 47 98 105
89 58 77
91 96 80 97 85
97 90 60
60 82

THE 18 SCORES FOR GROUP 2:

75 93 71 90 100
65 79 79
100 93 86 102 81
71 90 98
105 56

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	81.22	85.22
STANDARD DEVIATION	17.10	13.95

T-VALUE	0.7691
ONE TAILED PROBABILITY	0.2272
POINT-BISERIAL CORRELATION	0.1308

Summary Statistics for Attitude toward Admistration

THE 18 SCORES FOR GROUP 1:

83 60 49 90 103
71 46 77
81 102 74 64 95
90 93 60
60 66

THE 18 SCORES FOR GROUP 2:

92 93 65 78 90
81 75 84
102 80 86 94 63
66 90 75
105 59

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	75.78	82.11
STANDARD DEVIATION	17.47	13.27

T-VALUE	1.2244
ONE TAILED PROBABILITY	0.1136
POINT-BISERIAL CORRELATION	0.2055

Summary Statistics for Teachers' Perception of Student Attitude and Self-Concept

THE 18 SCORES FOR GROUP 1:

74 60 63 97 87
94 90 88
99 105 66 76 86 1
05 90 86
60 60

THE 18 SCORES FOR GROUP 2:

99 103 83 105 90
83 83 85
105 58 85 103 86
80 88 99
105 57

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	82.56	88.72
STANDARD DEVIATION	15.53	14.50

T-VALUE	1.2312
ONE TAILED PROBABILITY	0.1123
POINT-BISERIAL CORRELATION	0.2066

Summary Statistics for Attitude toward Other Teachers

THE 18 SCORES FOR GROUP 1:

82 60 76 74 99
97 75 79
91 97 74 81 82
78 90 86
60 71

THE 18 SCORES FOR GROUP 2:

100 88 76 104 93
82 74 80
100 72 104 103 64
82 92 100
105 68

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	80.67	88.17
STANDARD DEVIATION	11.37	13.73

T-VALUE	1.7849
ONE TAILED PROBABILITY	0.0399
POINT-BISERIAL CORRELATION	0.2927

Summary Statistics for Attitude toward Differentiated Staffing

THE 18 SCORES FOR GROUP 1:

67 60 15 90 79
96 71 76
95 96 57 64 86
82 82 82
75 91

THE 18 SCORES FOR GROUP 2:

82 90 66 72 73
78 91 85
100 76 78 84 82
74 66 86
105 72

ITEM	GROUP 1	GROUP 2
N	18	18
MEAN	75.78	81.11
STANDARD DEVIATION	19.38	10.68

T-VALUE	1.0225
ONE TAILED PROBABILITY	0.1574
POINT-BISERIAL CORRELATION	0.1727

Summary Statistics for Elementary Students' Perception of the Effectiveness of Their Teachers

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THE 17 SCORES FOR GROUP 1:

44 43 34 43 36
38 38 42
36 42 39 41 34
44 45 44
42

THE 17 SCORES FOR GROUP 2:

46 47 44 43 39
41 41 43
42 37 42 44 51
46 47 52
44

ITEM	GROUP 1	GROUP 2
N	17	17
MEAN	40.29	44.06
STANDARD DEVIATION	3.67	3.88

T-VALUE	2.9061
ONE TAILED PROBABILITY	0.0033
POINT-BISERIAL CORRELATION	0.4570

Summary Statistics for Secondary Students' Perception of the Effectiveness of Their Teachers

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THE 17 SCORES FOR GROUP 1:

133 107 110 108 102
88 67 110
120 130 110 110 100 1
08 102 112
104

THE 17 SCORES FOR GROUP 2:

135 112 109 117 128 1
02 63 93
114 129 131 125 109 1
02 118 102
114

ITEM	GROUP 1	GROUP 2
N	17	17
MEAN	107.12	111.94
STANDARD DEVIATION	14.80	17.24

T-VALUE	0.8754
ONE TAILED PROBABILITY	0.1991
POINT-BISERIAL CORRELATION	0.1529

Appendix B

Measuring Instruments Used in the Study

NAME_____SCHOOL_____DATE_____

ACCEPTANCE OF SELF AND OTHERS

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme:

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

REMEMBER: the best answer is the one which applies to you.

1. I'd like it if I could find someone who would tell me how to solve my personal problems.

2. I don't question my worth as a person, even if I think others do.

3. I can be comfortable with all varieties of people -- from the highest to the lowest.

4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.

5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.

6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.

7. If there is any criticism or anyone says anything about me, I just can't take it.

8. I don't say much at social affairs because I'm afraid that peopel will criticize me or laugh if I say the wrong thing.

9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.

10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.

11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.

12. Something inside me just won't let me be satisfied with any job I've done--if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.

14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.

15. I am frequently bothered by feelings of inferiority.

16. Because of other people, I haven't been able to achieve as much as I should have.

17. I am quite shy and self-conscious in social situations.

18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

19. I usually ignore the feelings of others when I'm accomplishing some important end.

20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.

21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.

22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.

23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.

24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.

25. I try to get people to do what I want them to do, one way or another.

26. I often tell people what they should do when they're having trouble in making a decision.

27. I enjoy myself most when I'm alone, away from other people.

28. I think I'm neurotic or something.

29. I feel neither above nor below the people I meet.

30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.

31. Very often I don't try to be friendly with people because I think they won't like me.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

32. There are very few times when I compliment people for their talents or jobs they've done.

33. I enjoy doing little favors for people even if I don't know them well.

34. I feel that I'm a person of worth, on an equal plane with others.

35. I can't avoid feeling guilty about the way I feel toward certain people in my life.

36. I prefer to be alone rather than have close friendships with any of the people around me.

37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.

38. I sort of only half-believe in myself.

39. I seldom worry about other people.. I'm really pretty self-centered.

40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.

41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.

42. I feel confident that I can do something about the problems that may arise in the future.

43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.

44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.

45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.

46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

47. I can't help feeling superior (or inferior) to most of the people I know.

48. I do not worry or condemn myself if other people pass judgment against me.

49. I don't hesitate to urge people to live by the same high set of values which I have for myself.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

50. I can be friendly with people who do things which I consider wrong.

51. I don't feel very normal, but I want to feel normal.

52. When I'm in a group I usually don't say much for fear of saying the wrong thing.

53. I have a tendency to sidestep my problems.

54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.

55. I'm easily irritated by people who argue with me.

56. When I'm dealing with younger persons, I expect them to do what I tell them.

57. I don't see much point to doing things for others unless they can do you some good later on.

58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.

59. I feel that I'm on the same level as other people and that helps to establish good relations with them.

60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.

61. I feel that people are apt to react differently to me than they would normally react to other people.

62. I live too much by other people's standards.

63. When I have to address a group, I get self-conscious and have difficulty saying things well.

64. If I didn't always have such hard luck I'd accomplish much more than I have.

ATTITUDE TOWARD TEACHING

Name_____ Date_____

DIRECTIONS: Following is a list of statements that someone might say about teaching. Of course, there is no right answer to any of them. The best answer is what you feel is true about your own belief.

You are to respond to each question on the answer sheet with the following scheme:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

101. I am "crazy" about teaching.

102. The very existence of humanity depends on teaching.

103. Teaching is better than anything else.

104. I like teaching better than anything I can think of.

105. Teaching is profitable to everyone.

106. Teaching fascinates me.

107. Teaching has an irresistible attraction for me.

108. Teachers are liked by almost everyone.

109. I like teaching too well to ever give it up.

110. The merits of teaching as a career far outweight its defects.

111. Teaching makes for happier living.

112. Teaching is boring.

113. The job of teaching has limitations and defects.

114. I like many jobs better than teaching.

115. Teaching has several disadvantages.

116. Teaching has many undesirable features.

117. Teachers are disliked by many people.

118. I should not have to make my living by teaching when there are many better jobs.

119. Life would be happier without my having to teach.

120. Teaching is not endorsed by logical minded persons.

121. Teaching as a career would not benefit anyone with common sense.

122. Teaching accomplishes little for the individual or for society.

123. I hate teaching.

124. Teaching is bunk.

125. No sane person would be a teacher.

126. Nobody really likes to teach.

127. Words can't express my antagonism toward teaching.

128. Teaching is the worst thing I know.

129. Teaching is more of a plague than a profession.

130. Teaching is just about the worst career there is.

FACTORS OF TEACHING

NAME _____ DATE _____

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__:___:___:___:___:___:_____ unfair

or

fair ___:___:___:___:___:___:__X__ unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ___:__X__:___:___:___:___:___ weak

or

strong ___:___:___:___:___:__X__:_____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ___:___:__X__:___:___:___:_____ passive

or

active ___:___:___:___:__X__:___:_____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ___:___:___:__X__:___:___:___ dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

THIS NOT THIS

___:___:___:___:__X__:___X___

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

COACHING

timely	___	___	___	___	___	___	___	untimely
strong	___	___	___	___	___	___	___	weak
good	___	___	___	___	___	___	___	poor
optimistic	___	___	___	___	___	___	___	pessimistic
warm	___	___	___	___	___	___	___	cold
sharp	___	___	___	___	___	___	___	dull
effective	___	___	___	___	___	___	___	ineffective
clear	___	___	___	___	___	___	___	confusing
valuable	___	___	___	___	___	___	___	worthless
essential	___	___	___	___	___	___	___	unimportant
active	___	___	___	___	___	___	___	passive
kind	___	___	___	___	___	___	___	cruel
liked	___	___	___	___	___	___	___	hated
sharp	___	___	___	___	___	___	___	dull
bright	___	___	___	___	___	___	___	dark

ADMINISTRATION

timely	___	___	___	___	___	___	___	untimely
strong	___	___	___	___	___	___	___	weak
good	___	___	___	___	___	___	___	poor
optimistic	___	___	___	___	___	___	___	pessimistic
warm	___	___	___	___	___	___	___	cold
sharp	___	___	___	___	___	___	___	dull
effective	___	___	___	___	___	___	___	ineffective
clear	___	___	___	___	___	___	___	confusing
valuable	___	___	___	___	___	___	___	worthless
essential	___	___	___	___	___	___	___	unimportant
active	___	___	___	___	___	___	___	passive
kind	___	___	___	___	___	___	___	cruel
liked	___	___	___	___	___	___	___	hated
sharp	___	___	___	___	___	___	___	dull
bright	___	___	___	___	___	___	___	dark

STUDENTS' ATTITUDE AND SELF-CONCEPT

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportar
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

OTHER TEACHERS

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

DIFFERENTIATED STAFFING

(Teachers who possess different proficiencies will do different kinds of jobs and be compensated accordingly.)

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark